

Standardization & Architectural Planning

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**How do they start?
&
How do they finish?**

■ Planning First

- To ensure completeness, practicability, and adaptability.
- Absence of planning causes arbitrary , occasional evolutions and undesirable conditions.

■ Many forms of Planning

- Economical planning
- Social planning
- Political planning
- Building planning.

- We start our reference with **architectural planning**, because in building design the plans of an architect are the foundation for the rest of the specialists.
- Architectural planning gives the spirit, the logic, and the method which defines the appearance and function of construction.

The specialty in the spirit of architectural planning is that it adds **aesthetic** further more if we examine human activities with an architectural perspective we could add aesthetics in all our efforts.

- **Model planning** succeeds if the architect has not just a extended variety of knowledge but also vision, such as aesthetics and creativity.
- A model architect starts his planning by **conceiving the idea** of the future construction by developing it from his fantasy.

- One main factor in this arena are the **future users**.
 - They express their desires and needs.
 - A model architect must always contain planning directives.
 - This generates a spirit of teamwork which always must occur in planning.

- In model architectural planning **team work** is present.
 - The architect must work together with all other specialties even from the arena of draft planning.

- Model architectural planning presupposes forecasts.
 - An architect must foresee the influence of climatic changes in living or the changes in morals and habits.
 - Social and economic changes must also be foreseen by a model architect.

- The stage of draft planning might be the longest one because more and more drafts are planned going back and forth.
 - Most possible versions are examined.

- This stage could be considered as completed when one of versions is chosen and the arena of **main planning** starts.
 - It is often that some factors come out to be insufficient, a fact that could lead even to the rejection of the selected solution and returning to previous actions.

- The spirit of teamwork and cooperation with future users is even more important in the proceedings of this stage.
 - The exchange of ideas and experience capture the concept of **dialog**.
 - In dialog, experiences and ideas come from multiple directions.

- From dialog **changes** occur, which will **influence** the hole planning procedure, from the starting point.
- The **construction plans**, is the next stage, which the building will be erected.
 - During construction changes must be made due to practical reasons.

- As soon as construction procedures are completed, then starts the **period of use**, which in buildings is of a time duration.

- Plans that contain the original study and all the changes (even those changes during the construction arena) could be considered as the architectural planning. But still **mistakes, deficiencies or malfunctions** appear during the using period of the building.
- The right way to confront and correct these negative issues is a **new architectural design** which will contain the experience and knowledge from all the routes taken.

- Beside the architectural planning title, stands education and standardization, referring to education

- In education there are also many kinds distinctions.
 - Generally, the most obvious kind is educational institutes.
 - There are levels which are so unique that could be taken as different kinds of education.

- The top level, **academic education** is more consummated and updated as it contains research also.
- In order to be more effective, higher education must foresee in its system a **Feedback** procedure between lecturing, research and application.

- The classic duration of academic studies depends upon the degree.
- **Post Graduate studies** exist as part of academia / education.
 - Post graduate studies, is the most representative kind of specialization.
 - It ought to have the feedback procedure in its main tasks.

- **Basic education**, is usually contained in a **standard educational system**.
 - Usually kindergartens are counted as part of this system, as a kind of preparatory education.
- All **educational systems** in industrial developed countries are based on a standard knowledge substance.
 - In general this substance is given to teachers and lecturers and they pass the information / knowledge, as **multipliers** to students.

- In **ancient Greece** another kind of educational system was developed.
- Socrates, considered by many as the best teacher, was not multiplying any given knowledge.
 - He stated his thoughts to the students surrounding him and all together they came to reasonable resolutions after having a **dialog**.

- In industrial countries though **everything must be standardized**, including knowledge. Nevertheless, if we try to analyze standardization we could see that the spirit of ancient Greece could define modern educational systems.

- **Standardization** is as old as life itself. **ICES WORKSHOP 2008**
 - It exists always and everywhere when repetition takes place.
 - Life has stages which are constantly repeated.
 - So, all procedures and actions during lifetime **are standardized**.

- At the first stages of life.
 - **Infants** copy the **standards** of their parents by imitating them.
 - Imitating the behaviors of their family they adapt them and, after a time of experimental application, they enact them by habit.

- Researches have proved that humans begin to form their characteristics and character already as **embryos** and to a great percentage have them integrated at the age of six.
 - Consequently the standards and the standardization learned from their environment are of decisive importance.

- Following this logic we consider:
 - **Upbringing training** as the **first stage of education on standardization**.

- It is a fact that humans are social creatures, and societies can function only in a frame that is defined by **social standardization**:
 - When the members of pre-human herds started using their brains they created by the instincts of imitation and habits the first set of social standards and rules.

- Those members of the herd who appeared to have the **best abilities** formed the **first standards** of the group.
 - Thus, the first rules were established.
 - Such standards were Hercules and Theseus, the heroes of ancient Greek mythology.

- Based on such **principals** the ancient Greek city-states were developed.
 - These city-states could stay alive as long as the standards and rules were known and followed.

- As a result, the main target was the **education** of citizens on **these standards – principals**, continuously reinforced since childhood.
 - The body of such an education was not the tuition of the wise-ones but the family and the social upbringing.

- Through the ages of human history there is nothing more than the imitation / copying of those nation's social rules that served as models in those times.
- The rest of the nations in order to copy this kind of standardization had to build an **educational system**.

- In some of these cases educational systems permitted **modifications** and **adjustments** by teachers and students.
- Then a standardization rose and brought social development, and educational systems.
 - Improved from generation to generation.

- The opposite was the case when standards and educational systems were **blindly copied**.
 - In these cases teachers and students were transformed to pure **multipliers** of foreign standardization, and the social group declined.

- Standards-Models.
 - First inference is that in **planning** the **architectural spirit** must be present.
 - This model has a special validity in education.
 - Secondly, we consider that education must be given by dialog.
 - This standard is ensured when **consensus**, the main principal of standardization is satisfied.
 - Consensus in standardization is the equivalent to participation of all interested parties in its procedures.

- Another inference is that **education** in general is nothing else than the **teaching of standards**.
 - After this logic, education on standardization appears already in infants' training.

- **Training** is a very important function of modern quality systems.
 - In international quality systems--training of employees and managers is done by the logic of multipliers producing.
- This educational concept gives **limited possibilities of feedback**.
 - This defect is not immediately recognized in large enterprises, but is of **vital importance** for SME's.

- SME's are about 95% of Greek enterprises.
 - The Union of **"Hellenic Scientists for Prototyping and Standardization"** (ENEPROT) is developing a **local quality system**, named :
"Protagoras".

- In training, which is the most important part in “Protagoras” system, trainers as well as trainees actually **build the system in common** at the same time they are implementing it.
- By this kind of education on standardization, **feedback procedures** are being ensured all the time and in any stage.
- This kind of education **never finishes** !

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